



The following report was created using information entered into the Oracle SIPAAA Tool and Public Sector Budget tool for Fiscal Year 2012.

What is SIPAAA?

The School Improvement Plan for Advancing Academic Achievement is a strategic plan created by each Chicago Public School. This plan identifies the school's strengths, concerns, and priority areas for improvement; it is approved by the Local School Council and Chief Area Officer, where applicable. The action plan described in the SIPAAA, supported by the school's funds, is implemented and adjusted over a two-year period.

For resources related to the SIPAAA process,
Go to www.stratplan.cps.k12.il.us/sipaaa_process.shtml.

SIPAAA Team

- ✔ **TIP** List the members of the SIPAAA Team (usually 6-12 individuals), choose the title that best describes each person's relationship to the school, and designate a chairperson.
- ✔ **TIP** While the Start Date and End Date are optional, you may want to use these fields to note SIPAAA Team members that joined or left the team in the middle of the process.

Last Name	First Name	Title	Chairperson	Start Date	End Date
Aquino	Cleo	CAO delegate			
Brown	Curtis	LSC member			
Conner	Keith	Support staff			
Dozier	Liz	Principal			
Gedeon	Jordan	Classroom tchr.			
Hoton	Pricilla	Other			
Long	Amanda	Classroom tchr.			
Lucas	Yolanda	Parent/guardian			
Raymond	Karen	Support staff			
Spearman	Femi	Classroom tchr.			

Involvement

- ✔ **TIP** You cannot delete the pre-populated text within the boxes below. However, please enter additional information in the text box below the pre-populated answers.

- Please describe the district's peer review and approval process.

For schools requiring school improvement plans as described in NCLB Title I Section 1116, the school improvement plan shall go through a three tiered review: First, it will be reviewed by the area office to whom the principal reports. Second, it will be reviewed by the Chief Education Office or designee. Third, it will be approved by the Chief Executive and the Board of Education. Additionally, the plan will be monitored on an on-going basis. Reports will be issued detailing the progress the school makes towards implementation of the plan and the correction of its educational deficiencies.

- ✔ **TIP** Schools may add more information related to services or resources provided by the district in the open text box below.

- Specify the services and resources that the district has provided to revise your school improvement plan and other services the district will provide toward implementation of strategies and activities. (i.e., data analysis, identifying professional development needs for instruction, and analysis/revision of the school's budget).

The OLSER will continue to assist parents and their schools with their effort to better educate their children. Through our office we will continue to provide Parent Training Workshops through our Parent Resource Center, and on a school by school need. Parents have asked for and received

training on these topics, Title I Part A Section 1118, Title I Budget Training, Reading and Math Literacy, GED Glasses, Computer Skills and numerous other workshops. AIO - Build, support and sustain the knowledge and skills of principals in the areas of instructional, adaptive and operational leadership; build principal capacity to meet the benchmarks and goals of the principals Individual Development Plan; ensure that each principal is using appropriate data to drive improvement in student achievement and school culture; SIC -SIPAA support - the SIC provides professional development and technical assistance training for principals, assist. principals and coaches/specialists consistent with NCLB and SGSA guidelines; Instructional support - SICs provide mentoring and coaching strategies for the implementation of best practices; conducts walk throughs

The school has been selected by the Board of Education for reconstitution under the federal "turnaround" model. The school will be placed in Area 29 under the Office of School Turnaround (OST) starting with the 2010-11 academic year. OST will provide intensive school improvement supports to the school. This will include weekly reviews of data and progress toward school improvement goals.

 **TIP** You cannot delete the pre-populated text within the boxes below.

- Specify the services and resources that the state has provided to revise the plan and other services the district will provide toward implementation of strategies and activities.

ISBE uses the Illinois Regional Support Providers (RESPRO) as its way of implementing the statewide System of Support. While this is usually accomplished through a contract with third party providers, CPS is its own RESPRO. There is a three-tiered system of support for CPS schools with priority given to (1) schools in greatest need of improvement and in corrective action status, (2) schools in school improvement status, and (3) support schools that need assistance with school improvement but not on status. The purpose of the CPS RESPRO is to (1) review and analyze data; (2) collaborate with stakeholders; (3) assist schools identify services and resources that have the greatest likelihood of improving student achievement; (4) evaluate effectiveness of strategies and activities; and (5) make recommendations for improvement.

The School Support Team provides sustained and intensive support for those schools to make adequate yearly progress towards meeting Illinois Learning Standards.

- Please list the names of the following individuals assigned to your school-Area Instructional Officer, School Improvement Coordinator, Management Support Director, Literacy, Math, Science Coaches and any External Partners (Third Party Providers and Universities)

CPS Office of School Turnaround Resources:

Turnaround Officer

Deputy Director

Director of School Development

Director of Performance Management

Start-up Manager

Student Engagement Specialist

Resource Allocation Manager

Dean of Students (3)

Dean of Attendance

Counselor

Social Worker

Security (10)

Classroom Teachers (6)

Reading Specialists (3)

TIP Use the box below to summarize how the SIPAAA Team gathered input from faculty and community stakeholders, throughout the SIPAAA process, while focusing on strategies and activities from stakeholders with expertise. Keep track of how many different people participated over the course of SIPAAA planning.

The SIPAAA team gathered input from key community stakeholders, school staff, the LSC, PAC, and NCLB Teams. This was done through an analysis of available data, collecting focus group information, and a series of meetings from November 2009 through May 2010.

Summary of Participants

Stakeholder Group	LSC Mbrs	Teachers	ESP	Parents	Students	Community	Other
Number of Participants	2	4	1		0	0	6

Summary of Meetings

Meeting Date	Meeting Type	Description
14-May-2010	Small group discussion	SIPAAA Budget Alignment
13-May-2010	Working group	SIPAAA Budget Alignment
17-Apr-2010	SIPAAA Team	School Improvement Plan All-Day Retreat (Day 2)
16-Apr-2010	SIPAAA Team	School Improvement Plan All-Day Retreat (Day 1)
10-Dec-2009	Small group discussion	Review SIPAAA Guidelines with administration

Five Fundamentals Surveys

TIP Use the surveys in [The SIPAAA Planning Toolkit](#) to gather information for the process analysis section of the SIPAAA.

Number of Family Survey Responses:

Number of Student Survey Responses:

Number of Teacher Survey Responses:

Number of Staff Survey Responses:

Mission/Vision

TIP Engage the SIPAAA Team and other stakeholders in drafting or revisiting the school's mission (the "map for success") and its vision (the "snapshot of success").

TIP Enter the mission and vision in the spaces below.

Mission Statement:

A Fenger education will enhance and enrich the lives of all students through rigorous and engaging instruction in a safe and nurturing learning environment.

Vision Statement:

Fenger Academy will be a vehicle for preparing strong leaders, critical thinkers, productive citizens and life-long learners.

Student Outcomes

Student Outcomes Strengths and Concerns

TIP Your school's outcome data are organized by the four Scorecard categories. Choose a category of data to analyze from the dropdown menu, print the page, and distribute the data to SIPAAA Team members or working groups for discussion and analysis. Include any additional data about student and school outcomes that might aid discussion. Analyze the data, identify school-wide strengths and areas of concern, and summarize your findings in the boxes accompanying each category of data.

TIP The data below come from the Office of Research, Evaluation & Accountability. Subgroup data are omitted when there are fewer than 10 students in the reporting group.

Strengths:

Fenger HS was identified for reconstitution for the 2009-2010 academic year after the school failed to reach the overall AYP for seven consecutive years. As on one of the intervention models issued by the Department of Education, this allows the principal sufficient operational flexibility to implement a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates. The reconstitution is based on low performance on a series of key indicators of performance. Reconstitution will include replacing a significant portion of the staff, replacing and revising programs, and placing intensive support structures in the school.

- Increased number of students pursuing post-secondary education
- Identify ample scholarship opportunities presented to students
- Freshmen Academy helping to increase student social skills and awareness of the purpose of an education
- Increased interest in graduation from high school
- Increased Higher Order Thinking Skills with the implementation of the IDS program
- Through differentiated learning, students' overall performances have increased
- Increased classroom participation
- Increased student awareness/concern of classroom progress
- Increased number of Honor Roll and A.P. students
- ACT Prep classes and division activities

Concerns:

These data points, among many others related to student performance, led to the school being reconstituted prior for the 2009-2010 academic year. The 2009-2010 academic year serves as Year 1 for Fenger HS where improvements have been recognized.

- Student readiness needs to be enhanced.
- Students need more exposure to the fine arts
- Need to increase post-secondary preparation and awareness
- Graduation rate too low
- ACT and P.S.A.E. scores are low
- Loss of honor classes due to IDS curriculum
- Students need more technological skills
- Lack of college bridge study programs
- Attendance issues directly linked to lower performances
- Classroom behavioral issues limit progress and outcomes
- Students need to be better informed about health and wellness
- Lack of basic skills

Academic Progress

Academic Progress Strengths and Concerns

- Briefly describe the relevant school-level assessment data you use to inform your school improvement decisions. What Strengths and weakness does this data show?

The data and trends indicated significant concerns with the school and student achievement. These data points, among many others related to student performance, led to the school being reconstituted. The 2008-2009 academic year is considered a baseline from which significant improvements are anticipated, starting with 2009-2010 academic year. The data that will be used include Interim Assessments, Reading Assignments, bi-weekly Freshmen-On-Track review and number of disciplinary infractions Level 4 - 6. A needed component in the data cycle for Fenger HS has been common short-cycle assessment data. For the 2010-2011 academic year, Fenger HS will implement a robust short-cycle assessment system with regular common assessments presented in each of the four core subjects. There is a detailed protocol for implementation and interpretation of the results being put in place to inform teaching and learning in a formative manner. Fenger utilizes the pre-ACT PLAN and EXPLORE assessments.

- Please identify any internal or external factors that exist that may contribute to low achievement based on the data found on the Illinois School Report Card, the Dashboard, the REA website or local assessment data.

Feeder elementary schools consistently score low on state measures of student achievement, increased percentage of homeless students and percentage of students identified with post-traumatic issues.

- After analyzing all of your data (see the Illinois School Report Card, the CPS Dashboard, the REA website and local assessments for more data), how could the district support the students with lowest achievement? What conclusions about next steps have you reached from reviewing available data and information and about all the factors affecting student achievement?

Fenger HS was identified for reconstitution prior to the 2009-2010 academic year after the school failed to reach the overall AYP for seven consecutive years. The reconstitution is based on consistent low performance on a series of key indicators of performance. Reconstitution will consist of replacing a significant portion of the staff, replacing / revising programs, and placing intensive support structures. The District has provided significant supports through the Office of School Turnaround, which provides technical support as well as increased financial supports. It is critical to first stabilize the climate and culture of a school prior to emphasizing teaching and learning. Without stabilizing the learning environment, efforts to improve learning will not be successful. Initial findings show reductions in serious student misconducts, increased student attendance and increase in satisfaction rates among students and staff. The District, through the Office of School Turnaround, is facilitating the implementation of a new program of curriculum and instruction. This comprehensive plan is outlined in a two-year implementation of the CPS Turnaround Model. The plan, as well as supports provided by the CPS Office of School Turnaround, have been instrumental in assisting the school improvements efforts at Fenger HS.

- What does the below data tell you about student performance in your school? (Also see the Illinois School Report Card, the CPS Dashboard and the REA website for more data sources.) What strengths and weaknesses do these data show?

Fenger HS was identified for reconstitution prior to the 2009-2010 academic year after the school failed to reach the overall AYP for seven consecutive years. This is the most intensive intervention strategy a district can implement at the school. The reconstitution is based on consistent low performance on a series of key indicators of performance. Reconstitution will consist of replacing a significant portion of the staff,

replacing / revising programs, and placing intensive support structures.

- Please identify the areas of deficiency within your school based on your most recent AYP report. To check your AYP status, enter the REA website (click on the Accountability tab)
<https://research.cps.k12.il.us/resweb/PageServlet?page=schoolprofile&class=profile.SchoolProfile>

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Strengths:

- Student interest in grades and overall classroom performance has increased.
- Established a post-secondary department
- Continued success with Freshmen-On-Track rates due to the 9th grade SLC.
- Implementation of IDS curriculum has increased students' overall academic progress.
- GEAR UP Program established
- Credit Recovery Program implemented
- Implementation of seven A.P. courses

Concerns:

- School needs to establish more elective classes
- Low attendance rates effect overall academic progress
- Students lack organizational skills
- Need to increase thee rigor and passing rates in the A.P. program
- Lack of parental involvement

Student Connection

Student Connection Strengths and Concerns

Strengths:

Fenger HS was identified for reconstitution prior to the 2009-2010 academic year after the school failed to reach the overall AYP for seven consecutive years. This is the most intensive intervention strategy a district can implement at the school. The reconstitution is based on consistent low performance on a series of key indicators of performance. Reconstitution will consist of replacing a significant portion of the staff, replacing / revising programs, and placing intensive support structures. Over 40+ after-school activities, peer jury, peace circles,

Concerns:

Sustainability of programming to continue intensive intervention support and student engagement programs.

School Characteristics

Student Characteristics Strengths and Concerns

- Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

Fenger HS is located in an economically challenged portion of Chicago with a significant percentage of students living in non-traditional homes. The community has a violence rate significantly higher than average for urban areas with significant mobility rate. Parental involvement has been low, and is seen as a significant barrier to improving the learning climate. The challenges of unemployment, non-traditional homes and poverty have a significant impact on the culture of the students who attend Fenger HS.

- In what ways, if any, have these attributes and challenges contributed to student performance results?

The data and trends indicated significant concerns with the school and student achievement. These data points, among many others related to student performance, led to the school being reconstituted.

Strengths:

- Student uniform policy has helped overall school climate
- Staff collaboration has increased
- Well-rounded and knowledgeable faculty
- Staff provides numerous opportunities for students, both inside and outside the regular school day
- Increased community involvement
- Increased parent participation through Smaller Learning Communities
- Increase in freshmen on track to graduation rates
- School exhibits cleanliness (removal of graffiti, debris, etc.)
- Decrease in vandalism
- Most course teams have common planning times which directly assists curriculum planning, implementation and overall student performance
- Supportive security staff
- Strong administration support for collaborative teams
- Administration provides clear expectations
- Overall climate is improving
- Apparent awareness of the need to establish a comfortable learning environment for students
- Students want to be in school

Concerns:

- Implementation of consequences for negative student behaviors which do not constitute suspension.
- Lack of application of consequences from classroom teachers for minor classroom infractions (classroom management)
- Need more staff involvement and collaboration
- Lack of valid contact numbers for students
- Lack of PD's on various subjects (classroom management, differentiation, etc)
- Lack of consistent, school-wide plan to address tardiness and truancy
- Lack of parental involvement
- Overall lack of rigor
- Improve methods of communication with faculty and staff

Process Analysis

- ✔ **TIP** Vastly improving schools demonstrate excellence in five process areas: Instruction, Instructional Leadership, Professional Capacity, Learning Climate, and Family & Community Involvement. Taken together, these five areas constitute the CPS whole-school improvement model known as the Five Fundamentals for School Success.
- ✔ **TIP** Engage in discussions with faculty and community stakeholders to [Five Fundamentals for School Success](#).
- ✔ **TIP** The Consortium has prepared Individual School Reports that relate to the five Fundamentals. Go to [here](#) to learn more

Five Fundamentals: Instruction

✔ **TIP** Use the section below to list the curricula your school is currently using in each content area. Entries are required for the core content areas: Reading, math, and science. This snapshot of district supported and other curricula will help you be reflective about your instructional practices.

✔ **TIP** [The Instruction self-assessment tool](#) can help you identify next steps toward excellence for Instruction.

- Please identify any policies and practices that assist students who may be deficient in core academic subject areas (i.e., before/after school programs, common planning periods, targeted professional development, restructured school day).

Common planning time for all departments within the school allowing for collaboration among department staff.

Weekly ILT meetings to discuss, plan and implement best practices instructional strategies and align curriculum/instruction to college readiness standards. Weekly professional development for all teachers.

Weekly grade level Pod meetings to discuss, plan and implement strategies for at-risk students and align instructional interventions for students on an active IEP.

- Please identify any instructional practices or strategies that you are utilizing to close the achievement gap between student with and without disabilities (i.e. differentiating instruction to meet the needs of students with disabilities, collaborative teaching models, implementation of academic interventions, etc...).

We will implement a least restrictive environment framework under a full inclusion model along with intensive professional development for all special and general education staff. We will purchase equipment to enable all students to access the learning environment. We will include students with disabilities in academic courses, divisions, specials, home rooms, field trips, class jobs/responsibilities, rewards/consequences, and/or extracurricular activities to the maximum extent possible. School will design flexible service delivery models, such as: In-class support (teachers, paraprofessionals, or related-service providers), Co-teaching, Consultation, Resource services. We will involve everyone (administration, teachers, related service providers, students, school staff, paraprofessionals, parents, community) in planning all school activities.

✔ **TIP** Record your findings from the self-assessment, surveys, and/or small group discussions below..

- Next Steps for Instruction:

Fenger HS was identified for reconstitution prior to the 2009-2010 academic year after the school failed to reach the overall AYP for seven consecutive years. The reconstitution is based on consistent low performance on a series of key indicators of performance. Reconstitution will consist of replacing a significant portion of the staff, replacing / revising programs, and placing intensive support structures. The new staff are concluding their first year and are now fully engaged in the school improvement process.

- Provide teachers with more professional development in various instructional areas
- Reinforce the use of a data-driven curriculum
- Enhance vertical teaming within each department
- Encourage Bridge Program between 8th grade and freshmen year to improve basic skills
- Expansion of IDS Program into junior and senior levels
- Increase student exposure to post-secondary education via field trips and more in-house events (college fairs, speakers, etc.)
- Implement additional clubs and activities within courses that are non-IDS

Five Fundamentals: Instructional Leadership

- ✓ **TIP** The [Instructional Leadership self-assessment tool](#) can help you identify next steps toward excellence for Instruction Leadership.
- ✓ **TIP** Record your findings from the self-assessment, surveys, and/or small group discussions below.

Next Steps for Instructional Leadership:

- Emphasize the use of data-driven instruction
- Establish school-wide instructional policies
- Continued professional development sessions for faculty and staff
- Develop and adhere to a performance accountability system for staff - Performance Management Model
- Encourage in house professional development sessions led by faculty and staff
- Include students in decision making processes
- Allocate funds to meet departmental needs appropriately
- Continued support and implementation of new programs (IDS, SLC, etc.)

Five Fundamentals: Professional Capacity

- ✓ **TIP** The [Professional Capacity self-assessment tool](#) can help you identify next steps toward excellence for Professional Capacity.

- What factors within your school's Professional Capacity self-assessment tool and School Characteristics data found in the Outcome Analysis-School Characteristics tab contributed to student performance results?

Fenger HS was identified for turnaround (reconstitution) prior to the 2009-10 academic year after the school failed to reach the overall AYP for several consecutive years. This is the most intensive intervention a district can put in place for a school. The new staff are concluding their second year and are now fully engaged in the school improvement process. The new staff have made tremendous progress together in improving the overall climate and culture of the school, as evidenced by KPIs in those areas. The staff have also made significant improvements in teaching and learning KPIs. This has been accomplished through a highly collaborative approach in an environment of high expectations and data-informed decision-making. Focus groups with staff have supported continuation of the current programs, with continued increased emphasis on collaborative decision-making.

✓ **TIP** Please note that you can edit the information within the teacher mentoring question below.

- Describe your teacher mentoring program
- Describe how the school will develop the capacity of both general and special education teachers to implement inclusive practices (i.e. common planning time, joint professional development etc...)

Fenger HS will support planning and support for special education students through dedicated grade level "Pod" meetings involving special education and general education staff to review student learning goals and individual accommodations.. Regular professional development will be held to support full understanding of best practices and instructional accommodations. All general and special education staff participate fully in professional development. The culture of the school supports a fully inclusive environment, including full integration of all staff.

✓ **TIP** Record your findings from the self-assessment, surveys, and/or small group discussions below.

- Next Steps for Professional Capacity:

Fenger HS was identified for reconstitution prior to the 2009-2010 academic year after the school failed to reach the overall AYP for seven consecutive years. This is the most intensive intervention strategy a district can implement at the school. The reconstitution is based on consistent low performance on a series of key indicators of performance. In focus groups and through self-reported survey information, staff have supported continuation of the current practices. There was an emphasis on continuing to move toward more collaboration in decision-making and budget decisions, but the overall results indicated a very positive feeling regarding the current practices of the school. Additional professional development was reported to be needed in effective instructional techniques and incorporation of best practices.

Five Fundamentals: Learning Climate

✓ **TIP** The [Learning Climate self-assessment tool](#) can help you identify next steps toward excellence for Learning Climate.

✓ **TIP** Record your findings from the self-assessment, surveys, and/or small group discussions below.

- Describe how the school plans to foster an inclusive learning climate (physical and social integration of students with and without disabilities).

Fenger HS will support planning and support for special education students through dedicated grade level "Pod" meetings involving special education and general education staff to review student learning goals and individual accommodations.. Regular professional development will be held to support full understanding of best practices and instructional accommodations. All general and special education staff participate fully in professional development. The culture of the school supports a fully inclusive environment, including full integration of all staff.

- Next Steps for Learning Climate:

- Increase parent, teacher and community communications
- Create student centered classroom environments
- Set high expectations for all stakeholders
- Establish set policies and reinforce
- Implement the use of more student incentives for achievement, attendance and positive behaviors
- Provide professional development for security and ESP staff

Five Fundamentals: Family & Involvement

- ✔ **TIP** Great schools build and maintain strong relationships with families and the community. Use the section below to list the groups that currently partner with your school.
- ✔ **TIP** This snapshot highlights partnerships the school can use to continue to improve.
- ✔ **TIP** The [Family & Community Involvement self-assessment tool](#) can help you identify next steps toward excellence for Family & Community Involvement.
- ✔ **TIP** Use the section below to list the groups or individuals that currently partner with your school. Think about how you can build upon these partnerships to encourage school improvement.

- What factors within your school's Family and Community Involvement self-assessment tool contributed to student performance results?

Fenger is in an economically depressed area of the city with few supports for families. There is a high level of unemployment and violence in the area, which impact students who attend the school. The majority of parents do not have a completed high school education. There are many parents and community members who are actively involved in their child's education, but the drive to push students toward college readiness is lacking overall. The factors of the community contribute as the majority of student report needing to contribute financially to support their family. Parents/guardians report need/desire for continuing their own education with support from the school. They also report a need for increased community based programs, with hopes of receiving support from the school to secure them.

- Please describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in language the parents can understand.

Fenger HS is in total compliance with all federal, state, and District policies and procedures regarding reporting the school's academic status through letter, local publications, and reports at key community events. Harper HS parents were provided with written notification through letter from the Chicago Public Schools regarding AYP status. Written communication has been provided in Spanish as well as English.

Next Steps for Family & Community Involvement:

Under guidance from the Office of School Turnaround increase the opportunities for families to connect to Fenger High School by hosting informational sessions, Family Fun Nights. Improving and expanding the Back to School Night, College Planning Nights, Freshmen Family Nights, departmental special events, as well as ongoing volunteer opportunities and open computer lab and library time after school. Expand email updates to student families. Explore the use of the pool, new sports complex, and gyms to expand community activity programming at Marshall. Expand internship offerings and investigate paid internships. More fully integrate community resources through an aggressive community resource integration model. Expand after school offerings for students, and bring needed family and community schools into the school based on needs assessment data. Staff will be involved in the design of family and community involvement activities / plans during an intensive summer development period.

Priorities / Categories

- ✓**TIP** Use the findings from the outcome and process analysis to identify areas of focus within your school. For each area of focus, choose a Category within the Category Type drop down of choices; enter a brief description of the Category in the Category Description field. Establish an Indicator of Success/Key Performance Indicator for each Category, and enter how the Category will be monitored in the Monitoring Process field.
- ✓**TIP** If your school did not meet AYP, include within the Category Description how you will focus on areas of deficiency as it relates to your AYP results.
- ✓**TIP** If you are choosing "Special Education" as a priority area, refer to your OSS Snapshot Scorecard and detailed reports to inform your Category Description and identify potential Indicators of Success/Key Performance Indicators.

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
1	Core Classroom Instruction	Meet school performance targets in core academic areas for all students and all sub-groups	50% increase in students meeting/exceeding benchmarks on quarterly IA by June 2010 50% decreases in D/Fs in by June 2010 15% increase in juniors who meet college readiness standards on ACT by April 2011 3 point increase in M/E on PSAE by April 2011	Weekly ILT & monthly PM meetings to: Review IMPACT data Promote and enforce student intervention process Involve parents in ongoing concerns and successes related to behavior	
2	Attendance	Increase the percentage of students who are in attendance daily across all sub categories.	Increase general attendance rate to 80% by June 2011	Weekly School Attendance and Monthly PM meetings to: Review IMPACT attendance reports Promote and enforce school wide attendance enhancement plans Involve parents in ongoing concerns and successes related to attendance	
3	On Track to Graduation	Increase the number of students who are on track to graduate at every grade by increasing the quantity and quality of supports to those at risk.	Increase Freshman On-track rate to 80% by June 2011 Increase Sophomore On-track rate to 80% by June 2011	Weekly ILT & Quarterly PM meetings to: Review IMPACT and school generated data related to On-track for	



CPS SIPAAA Planning Report

46111 - Christian Fenger Academy : 2010-2012 Year 2

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
				each grade level	
4	School leadership	Principal, Assistant Principals, deans and department chairs responsible for instructional leadership and overall building management throughout school	10% increase in average ACT composites by June 2011 10 percentage point increase in M/E on PSAE reading, math, and science by June 2011 20 percentage point increase in students who make expected 1-yr EPAS gains in math / reading by June 2011	Weekly ILT meetings, weekly PM Meetings, Weekly department meetings to review school level and student- level data	
5	Learning Climate / Safety	Implement positive behavioral intervention strategies, restorative justice, and maintain a safe school environment.	40% decrease in incidents of misbehaviors and misconduct infractions by June 2012 40% decline in Groups 3-6 infractions of the Student Code of Conduct, especially in the area on physical assaults, by June 2012	Weekly Discipline and Monthly PM meetings to: Review IMPACT incident reports Promote and enforce school wide well managed classroom program Review behavior plans, as appropriate, for students on an active IEP Involve parents in ongoing concerns and successes related to behavior	
6	Special Education	Special education services are under a compliance support plan from Illinois State Board of Education.	90% compliance rate in audit by June 2011 25% decrease in the gap between SPED and non-SPED students predicted to M/E ISAT reading and math based on Intrum Assessments by June 2010 25% decrease in the gap between SPED and non-SPED students in % PSAE composite by April 2011	Weekly ILT meetings and weekly Grade Level Pod meetings to review student-level data and plan/monitor individual interventions	

Category #	Category Type	Category Description	Indicators of Success/Key Performance Indicators	Monitoring Process	Priority
7	Family/Community Involve.	Strengthen family and community involvement by increasing the quantity and quality of extended learning activities and school-home communications. Teachers will increase communication with parents and provide strategies and rubrics that support the learning needs of each student. Teachers will provide monthly classroom newsletters that clearly articulate information about student achievement, outcomes, and the curriculum. Improve family involvement and more fully integrate community resources into the school. Marshall will update the website, robo calls, and an email blasts to improve school-home communication	70% parent participation in report card pick-up by June 2011 Average 3.75 score on comprehensive climate survey for families in the Fall of 2011 and Spring of 2012	Quarterly PM meeting to review current strategies and adjust as needed	
8	Postsecondary Prep	Increase the quality and quantity of students who enter and are successful in postsecondary education.	75% of HS seniors who apply accepted into one of the first three colleges of thier choice	Weekly ILT & Quarterly PM meetings to: Review IMPACT and school generated data	

Activities

- ✔ **TIP** Take one category at a time and brainstorm all activities that the school will undertake to improve in the category area. Include no-cost activities in your planning.
- ✔ **TIP** Consider an ISO for your school. To select an ISO: 1) check the box marked ISO, 2) choose an option from the dropdown menu, 3) Select the ISO details and budget information in the Public Sector Budgeting tool.
- ✔ **TIP** [online Student Connection Toolkit](#) for suggested programs and strategies tailored to your school's student survey results (grades 6-12 only).
- ✔ **TIP** Select from Status Column drop down "Completed" as your school finishes an activity. For an activity that is ongoing, select "In Process". This will be reflected in your SIPAAA Progress Report.



CPS SIPAAA Planning Report

46111 - Christian Fenger Academy : 2010-2012 Year 2

TIP Please indicate whether the activity takes place before, during or after the school within the Activity Description

TIP To learn more about the requirement for the Support Description text box, review the SIPAAA Planning Guide. Schools within "school improvement" status must enter additional information within this text box. If the Activity helps address an AYP deficiency area, the following four points must be included, 1) an overall strategy that each activity connects with to address the AYP deficiency, 2) an explanation of how the activity will address the AYP deficiency, 3) the person(s) responsible in the school community to ensure the activity is met and 4) the way in which the activity will be monitored.

TIP If you have selected "Special Education" as a category area, please refer to the Snapshot Recommendations provided by your SSA for recommended activities and strategies specific to your school's Snapshot results.

Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	unattached to SIPAAA(position s)		X		OMB Budget Analyst	\$1,435,293.00	\$1,442,643.12	INCOMPLETE	452122,427433, 448849,445293, 452518,385893, 413309,450383, 448843,449681, 445324,430295, 452123,430676, 413309,444377, 387672,430293, 448118,430292, 385894,448855, 427434,448858, 448846	46111.115.57305.113101.000000.2012_ \$ 1,374.09
N	Summer professional development for Educational Support Staff as outlined in School improvement Grant		X					INCOMPLETE	452084	
N	Fund supplemental Security personnel	Hire additional security guard	X		Principal			INPROGRESS		
N	Expand use of technology in	Purchase computers, LCD		X	Tech Coordinator			INPROGRESS		



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	classrooms	projectors and software upgrades								
N	Provide student transportation and supplies for extra-curricular activities and field trips	Buses and/or emergency bus cards		X	Principal	\$14,399.00	\$14,399.00	INPROGRESS		46111.225.54210.320020.000703.2012_\$4,399.00 + 46111.225.53405.320020.000703.2012_\$10,000.00
N	Initiate a student incentive/recognition program	Monitor and reward academic achievement, attendance and behavior improvements		X	Principal	\$25,000.00	\$25,000.00	INPROGRESS		46111.225.53405.211210.000703.2012_\$25,000.00
N	Obtain professional services	Retain consultants and Community School Partners for mentoring and training services		X	Principal			INPROGRESS		
N	Set-aside for students in temporary living situations	Supplies, fees and expenses		X	Homeless Liasion	\$10,000.00	\$10,000.00	INPROGRESS		46111.332.53405.111069.430106.2012_\$0.00 + 46111.332.53405.111069.430119.2012_\$10,000.00
N	Staff professional development	Support professional development activities, including teacher extended day, substitutes, seminars, travel, materials and consultants		X	Principal			INPROGRESS		
N	Provide GEAR UP coaching support for students (e.g., What's Next Illinois, Financial Literacy Workshops),		X			\$61,735.00	\$60,817.51	INCOMPLETE	419278	



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	parents (e.g., Financial Literacy Workshops, College Selection Workshops, College Tours), and teachers (e.g., In-School Professional Development, External Literacy and Math Conferences).									
N	Postage	Fund school mailings		X				INCOMPLETE		
N	Substitute coverage to support staff development	Open sub bucket	X		SOM			INPROGRESS		
N	Teacher collaboration and professional development	Open teacher extended day bucket for before and after school meetings	X		SOM			INPROGRESS		
N	Extended Day / Community Group Provider	School Improvement Grant / See SIPg for details		X	OST / Principal			INCOMPLETE		
N	CPS Turnaround Model Implementation Support / 1.0 FTE Project Manager & 4.0 FTE Turnaround Interventionists	School Improvement Grant / See SIPg for details	X		OST / Principal	\$525,684.00	\$528,068.21	INCOMPLETE	447713,431186, 447790,450134, 431821	
N	Student Special Services Advocates funded under the YES grant		X			\$67,620.00	\$64,134.74	INCOMPLETE	430153	



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Other - related activities										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	laptop replacement			X				INCOMPLETE		
N	Continue to fund Culture of Calm activities based on plan submitted.		X					INCOMPLETE		

7 - Family/Community Involve.										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	.25 FTE Family Integration Manager as outlined in the School Improvement Grant		X		OSI/Principal			INCOMPLETE		
N	Encourage parent training and involvement	Fund parent activities and training (NCLB PAC) conferences-locally or out of town, meetings, transportation allowance, consultants for workshops		X	Principal/SOM	\$5,759.00	\$5,759.00	INCOMPLETE		46111.332.54205.390030.430115.2012_\$4,761.94 + 46111.332.53205.390030.430115.2012_\$0.00 + 46111.332.53205.390030.430128.2012_\$1,400.00 + 46111.332.53405.390030.430128.2012_\$1,359.00 + 46111.332.53405.390030.430115.2012_\$150.44 + 46111.332.54125.390030.430128.2012_\$1,000.00 + 46111.332.54125.390030.430115.2012_\$0.00 + 46111.332.54205.390030.430128.2012_\$2,000.00
N	1.0 FTE Community Connector	School Improvement Grant / See SIPg for details	X		OST / Principal	\$55,180.00	\$55,181.19	INCOMPLETE	431646	



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7 - Family/Community Involve.

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	School Improvement Grant / See SIPg for details	School Improvement Grant / See SIPg for details		X	OST / Principal			INCOMPLETE		

3 - On Track to Graduation

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	1.0 FTE Counselor as outlined in the School Improvement Grant		X		OSI/Principal			INCOMPLETE		
N	115- Staff Counselors for Student Development Program	Add one additional counselors	X		Principal	\$89,193.00	\$83,736.25	INPROGRESS	412313	
N	115 Quota classroom teachers (World Language)	World Language teachers	X		Principal/ AP C&I	\$243,075.00	\$162,350.46	INPROGRESS	389576,372212,372076	
N	115 Quota Physical Ed teachers	Physical Ed. teachers- sync to PSB	X		Principal/ AP C&I	\$108,570.00	\$107,929.68	INPROGRESS	372215	
N	115 Quota Fine Arts/Graphic Arts teachers	Fine & Graphic Arts teachers to offer electives	X		Principal/ AP C&I	\$433,450.00	\$341,972.26	INPROGRESS	372075,372177,372183,372180,372125	
N	115 Quota Librarian	Staff Librarian to manage media center	X		Principal	\$118,109.00	\$112,147.99	INCOMPLETE	372173	
N	115 Quota classroom teachers - CTE	Culinary Arts, Electrical & Carpentry Program teaching staff	X		Principal/ AP	\$275,939.00	\$272,880.18	INPROGRESS	372207,372176,372210	



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3 - On Track to Graduation										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Open Freshman on Track lab	Outfit and staff a computer lab that will provide supplemental academic support for Freshman	X		Principal	\$75,590.00	\$74,428.39	INPROGRESS	412021	
N	115- Quota classroom teachers - Military instructors	Military Instructors	X		Principal/ AP			INPROGRESS		

8 - Postsecondary Prep										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Improve College Readiness / 1.0 FTE Career Development Coach	School Improvement Grant / See SIPg for details	X		OST / Principal	\$71,299.00	\$70,367.95	INCOMPLETE	431214	

6 - Special Education										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	115 Quota IES teachers and aides	IES teachers and classroom assistants to provide services for targeted student population	X		Principal/ AP	\$1,341,722.00	\$1,349,730.65	INPROGRESS	372194,372158, 372159,372164, 372155,372165, 372193,372190, 372157,426725, 372160,372094, 372156,372187, 372195,372163,	



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6 - Special Education

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
									372191,372186	

1 - Core Classroom Instruction

I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	2.0 FTE Acceleration Lab Facilitators - as outlined in School Improvement Grant		X		Principal			INCOMPLETE		
N	8 Academic Department chairs at .2 FTE each as outlined in the School Improvement Grant		X		OSI/Principal			INCOMPLETE		
N	Extended School day Academic program for Tier II as outlined in the School Improvement Grant		X		Principal/AP C&I			INCOMPLETE		46111.367.51130.119010.433912.2012_\$118,971.00
N	Stpend for 8 grade level pod transition		X		Principal			INCOMPLETE		
N	Teacher bucket for Professional Development - (Teaching & Learning) as detailed in School		X		OSI/Principal			INCOMPLETE	452083	



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1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Improvement Grant)									
N	332-Provide classroom materials & supplies	Supplemental instructional supplies		X	SOM	\$64,731.00	\$64,731.00	INPROGRESS		46111.332.53405.119060.430106.2012_\$0.00 + 46111.332.53405.119016.430106.2012_\$0.00 + 46111.332.53405.119017.430106.2012_\$0.00 + 46111.332.53405.119016.430119.2012_\$11,916.00 + 46111.332.53405.119061.430119.2012_\$27,411.56 + 46111.332.53405.119060.430119.2012_\$11,917.00 + 46111.332.53405.119017.430119.2012_\$11,916.00 + 46111.332.53405.119061.430106.2012_\$0.00
N	115-Quota teachers core subject areas (English/Reading)	English & Reading teachers-	X		Principal/ AP C&I	\$297,068.00	\$207,266.39	INPROGRESS	372041,372178,372181	
N	332- Discretionary funding to provide supplemental teaching staff as needed	Provide supplemental Math and English teachers needed to block schedule model	X		Principal/ AP C&I			INPROGRESS		
N	115 Quota classroom teachers - Math	Math teachers-	X		Principal/ AP C&I	\$164,821.00	\$302,082.21	INPROGRESS	372212,372091,372153,372090	
N	115 Quota classroom teachers - Science	Science teachers -	X		Principal/ AP C&I	\$158,733.00	\$156,947.44	INPROGRESS	372089,372131	
N	115 Quota classroom teachers - Social Studies	Social Studies/History teachers -	X		Principal/ AP C&I	\$334,613.00	\$499,892.65	INPROGRESS	372184,372185,372127,372154,372181,372180	
N	Increase Literacy Skills / 2.0 FTE	School Improvement	X		OST / Principal			INCOMPLETE		



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1 - Core Classroom Instruction										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Reading Teachers	Grant / See SIPg for details								
N	Reduce Student-to-Teacher Ratio / 2.0 FTE ELA & 2.0 FTE Math Teachers	School Improvement Grant / See SIPg for details	X		OST / Principal	\$72,608.00	\$71,457.41	INCOMPLETE	431231	
N	Extended Teacher Instruction Hours / Extended Learning Opportunities for Students	School Improvement Grant / See SIPg for details	X		OST / Principal			INCOMPLETE		
N	Purchase Learning Support Software	School Improvement Grant / See SIPg for details		X	OST / Principal	\$30,000.00	\$30,000.00	INCOMPLETE		46111.332.53410.125019.430119.2012_\$30,000.00 + 46111.332.53410.125019.430106.2012_\$0.00
N	Dept Chair Stipends	School Improvement Grant / See SIPg for details	X		OST / Principal			INCOMPLETE		
N	Tech Equipment to support Admin, Dept Chairs, and TI	School Improvement Grant / See SIPg for details	X		OST / Principal			INCOMPLETE		
N	School Improvement Grant / See SIPg for details	School Improvement Grant / See SIPg for details		X	OST / Principal			INCOMPLETE		46111.367.53306.113067.433911.2012_\$62,269.00

2 - Attendance										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Improve Student Attendance Rate	School Improvement	X		OST / Principal	\$64,907.00	\$63,413.65	INCOMPLETE	431238	



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2 - Attendance										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	/ 2.0 FTE Student Advocates	Grant / See SIPg for details								
N	School Improvement Grant / See SIPg for details	School Improvement Grant / See SIPg for details		X	OST / Principal			INCOMPLETE		

4 - School leadership										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Principal Incentive Program for meeting performance metrics - per School Improvement Grant		X		OSI			INCOMPLETE		46111.367.52140.264101.433912.2012_\$ 20,000.00
N	115 Quota - Administrative staff	Principal, Assistant Principal & School Operations Mgr	X		Principal	\$449,840.00	\$448,152.66	INPROGRESS	385659,372199, 382067	
N	332- Consultant training/support for testing, assessment reviews and data analysis	Hire consultants for on-site support		X	Principal			INPROGRESS		
N	Leadership Development / PT Coach and bucket for extended hours	School Improvement Grant / See SIPg for details	X		OST / Principal			INCOMPLETE		



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5 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	1.0 FTE Assistant Principal of SD&I, as outlined in the School Improvement Grant		X		Principal			INCOMPLETE		
N	1.0 FTE ISPD (in school personal development) Coordinator as outlined in the School Improvement Grant		X		Principal/ AP - SDI			INCOMPLETE		
N	Extended day professional development for teachers Climate & culture as outlined in School Improvement Grant		X		Principal/AP C&I			INCOMPLETE		46111.367.51130.221318.433912.2012_\$52,193.00
N	Social Emotional Learning supports- per School Improvement Grant				Principal			INCOMPLETE		46111.367.52130.212017.433912.2012_\$24,600.00
N	Youth Guidance Student support services - detailed in School Improvement Grant				Principal			INCOMPLETE		
N	225- Hire Supplemental Security staff to maintain building stability	Security Aides and officers	X		Principal/ AP	\$269,942.00	\$263,478.18	INPROGRESS	364506,365086,410201,365406,383747,365386,365166	
N	225 -	Staff School	X		Principal	\$148,220.00	\$153,703.70	INCOMPLETE	365526,431287,	



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5 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	Supplemental clerical support to assist Main Office, Counseling Dept and Dean's Office	Clerk Assistants							383746	
N	225-Student/Family support	Hire a student advocate for home visits, address attendance issues	X		Principal			INPROGRESS		
N	Improve Instructional Environment / 2.0 FTE Restorative Justice Deans & 2.0 FTE Social Workers	School Improvement Grant / See SIPg for details	X		OST / Principal	\$341,583.00	\$330,550.87	INCOMPLETE	447782,431215, 431213,431926	
N	Improve Instructional Environment / Umoja & Children's Memorial Hospital Contracts	School Improvement Grant / See SIPg for details		X	OST / Principal			INCOMPLETE		
N	School Improvement Grant / See SIPg for details	School Improvement Grant / See SIPg for details		X	OST / Principal			INCOMPLETE		
N	115 Quota - School clerks	Clerical support-Main Office, Payroll/Treasurer	X		SOM	\$130,597.00	\$127,793.61	INPROGRESS	385200,385201	
N	115 Quota Counselors/Care Team Staff	Counselors, Social Workers -to provide Care Team services for student body	X		Principal/ AP	\$76,687.00	\$76,920.93	INPROGRESS	372174	
N	230- Engineering staff	Building engineers	X		Principal	\$318,636.00	\$316,236.71	INPROGRESS	374698,374699, 374697	



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5 - Learning Climate / Safety										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	115 Quota - Uniform Discipline Code Supervisor	Staff to implement student development and mentoring programs	X		Principal/ AP	\$224,803.00	\$103,468.28	INPROGRESS	394217,372153	

Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Breakfast, lunch and after school nutrition programs			X	OMB Budget Analyst			INCOMPLETE		46111.312.53205.256009.000000.2012_\$0.00 + 46111.312.53210.256009.000000.2012_\$0.00
N	Custodial Contractual Services			X	OMB Budget Analyst			INCOMPLETE		46111.230.54105.254021.000000.2012_\$0.00 + 46111.230.54105.254008.000000.2012_\$0.00 + 46111.230.54105.254011.000000.2012_\$0.00 + 46111.230.54105.254027.000000.2012_\$12,504.24 + 46111.230.54105.254002.000000.2012_\$20,930.00
N	Custodial Repairs			X	OMB Budget Analyst			INCOMPLETE		46111.230.56105.254008.000000.2012_\$128,220.00
N	Custodial Supplies			X	OMB Budget Analyst			INCOMPLETE		46111.230.53405.254008.000000.2012_\$22,585.26
N	Electricity Services			X	OMB Budget Analyst			INCOMPLETE		46111.230.53115.254002.000000.2012_\$0.00 + 46111.230.53105.254002.000000.2012_\$0.00
N	Gas Services			X	OMB Budget Analyst			INCOMPLETE		46111.230.53120.254002.000000.2012_\$0.00 + 46111.230.53125.254002.000000.2012_\$0.00



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Operations - Operations O&M										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Homeless Transportation			X	OMB Budget Analyst			INCOMPLETE		
N	ITS Support Services			X	OMB Budget Analyst			INCOMPLETE		46111.230.56105.266414.000000.2012_\$0.00 + 46111.230.54125.266407.000000.2012_\$0.00 + 46111.230.54125.009574.000000.2012_\$0.00 + 46111.230.54125.266402.000000.2012_\$0.00 + 46111.230.53306.254901.000000.2012_\$0.00 + 46111.230.53306.009573.000000.2012_\$0.00 + 46111.230.54125.266410.000000.2012_\$0.00 + 46111.230.54125.254901.000000.2012_\$0.00 + 46111.230.53306.266407.000000.2012_\$0.00
N	Options for Knowledge Transportation			X	OMB Budget Analyst			INCOMPLETE		46111.115.54210.255052.000065.2012_\$0.00 + 46111.115.54215.255052.000065.2012_\$0.00
N	Rental Program			X	OMB Budget Analyst			INCOMPLETE		
N	SPED transportation			X	OMB Budget Analyst			INCOMPLETE		
N	Telecom Services			X	OMB Budget Analyst			INCOMPLETE		46111.230.54405.254501.000000.2012_\$0.00
N	SPED transportation			X	Principal			INPROGRESS		46111.115.54210.255004.376712.2012_\$0.00
N	Tech XL Network support funded by SGSA			X	Principal			INPROGRESS		46111.225.54105.266408.000703.2012_\$9,288.00



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	115 Furniture			X	OMB Budget Analyst			INCOMPLETE		46111.115.55005.254403.000000.2012_\$ 3,313.00
N	115 Supplies			X	OMB Budget Analyst			INCOMPLETE		46111.115.53405.119035.000000.2012_\$ 7,267.32
N	115 Textbooks			X	OMB Budget Analyst	\$53,085.00	\$53,085.00	INCOMPLETE		46111.115.53305.119035.000000.2012_\$ 53,085.00
N	Activities related to Education to Careers (ETC)			X	OMB Budget Analyst			INCOMPLETE		46111.369.54210.140006.474555.2012_\$ 400.00 + 46111.369.53205.140505.474555.2012_\$ 13,500.00 + 46111.369.53306.144606.322016.2012_\$ 2,944.00 + 46111.369.54210.144606.322016.2012_\$ 400.00 + 46111.369.54210.140345.322016.2012_\$ 400.00 + 46111.369.53306.140006.474555.2012_\$ 1,250.00 + 46111.369.54210.140505.474555.2012_\$ 600.00 + 46111.369.53405.144606.322016.2012_\$ 10,000.00 + 46111.369.53405.140345.322016.2012_\$ 8,000.00 + 46111.369.53405.140505.474555.2012_\$ 1,600.00 + 46111.369.53306.140345.322016.2012_\$ 2,944.00
N	Activities related to the Office of Academic Enhancement			X	OMB Budget Analyst			INCOMPLETE		
N	After school activities (non-salary)			X	OMB Budget Analyst			INCOMPLETE		46111.324.53305.119035.442123.2012_\$ 500.00 + 46111.324.54125.119035.442123.2012_\$ 0.00 + 46111.324.54125.390011.442123.2012_\$ 0.00 + 46111.324.53405.119035.442123.2012_\$



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
										500.00 + 46111.324.54125.297920.442123.2012_\$ 0.00 + 46111.324.54210.253831.442123.2012_\$ 0.00
N	After school activities (positions)		X		OMB Budget Analyst			INCOMPLETE		46111.324.57205.119035.442123.2012_\$ 332.50 + 46111.324.57205.297920.442123.2012_\$ 332.50 + 46111.324.57215.297920.442123.2012_\$ 504.69 + 46111.324.51130.119035.442123.2012_\$ 50.00 + 46111.324.57405.119035.442123.2012_\$ 0.72 + 46111.324.57405.297920.442123.2012_\$ 0.00 + 46111.324.52130.119035.442123.2012_\$ 0.00 + 46111.324.52130.297920.442123.2012_\$ 0.00 + 46111.324.57215.119035.442123.2012_\$ 504.69
N	Bilingual position(s)-Board Fund/Bilingual Ed TPI & TBE grant & State Bilingual TBE grant		X		OMB Budget Analyst			INCOMPLETE		
N	Child Parent Center Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Citywide Tests-School Allocation			X	OMB Budget Analyst			INCOMPLETE		46111.115.53305.223012.000000.2012_\$ 0.00
N	Continue to fund ARRA (Fund 331/430100) supplementary funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430101)		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	funded activities. See approved Budget Detail section of the School Improvement Design Template for fund usage detail.									
N	Continue to fund ARRA (Fund 331/430103) parent involvement activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Continue to fund ARRA (Fund 331/430118) turnaround funded activities.		X		OMB Budget Analyst			INCOMPLETE		
N	Custodian/Engineer		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood State PreK position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Early Childhood-Child Parent Center position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Educational Equipment			X	OMB Budget Analyst			INCOMPLETE		46111.115.55005.119035.000000.2012_\$12,917.00 + 46111.115.56105.119035.000000.2012_\$2,167.00
N	FY11 carryover of various grant funds			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and state miscellaneous grants (e.g., fund 324 & 326)			X	OMB Budget Analyst			INCOMPLETE		
N	Federal and		X		OMB Budget			INCOMPLETE		



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I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	state miscellaneous grants (e.g., fund 324 & 326) (positions)				Analyst					
N	Full-day kindergarten position(s) funded out of 115/000219		X		OMB Budget Analyst			INCOMPLETE		
N	Head Start position(s)		X		OMB Budget Analyst			INCOMPLETE		
N	Headstart Activities			X	OMB Budget Analyst			INCOMPLETE		
N	Internal Account book transfer activity			X	OMB Budget Analyst			INCOMPLETE		
N	Lunchroom position(s)		X		OMB Budget Analyst	\$281,177.00	\$267,315.15	INCOMPLETE	382908,376090,376094,376087,376093,376091,376095,376088	
N	NCLB Title 1 - Neglected & Delinquent		X		OMB Budget Analyst			INCOMPLETE		
N	NCLB Title I supplementary		X		OMB Budget Analyst			INCOMPLETE		
N	PAVE supplies			X	OMB Budget Analyst			INCOMPLETE		46111.369.53405.140050.322014.2012_\$0.00 + 46111.369.53405.140050.322016.2012_\$5,165.00
N	Parent involvement activities			X	OMB Budget Analyst			INCOMPLETE		
N	Parent involvement activities (positions)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s)		X		OMB Budget			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	funded by NCLB Title I supplementary.				Analyst					
N	Position(s) funded by the Office of Academic Enhancement for magnet program(s).		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded for other instructional targeted programs.		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Federal IDEA - 2009 Stimulus (ARRA)		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of NCLB Title V Fund		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title II - Teacher Quality		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of Title III - Emergency Immigrant Language Acquisition		X		OMB Budget Analyst			INCOMPLETE		
N	Position(s) funded out of school special income fund		X		OMB Budget Analyst			INCOMPLETE		
N	Principal travel reimbursement			X	OMB Budget Analyst			INCOMPLETE		46111.115.54215.241011.000000.2012_\$75.00
N	Reduced HS class size		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	School improvement grant activities			X	OMB Budget Analyst			INCOMPLETE		46111.367.54105.221318.433911.2012_\$0.00 + 46111.367.54125.211001.433911.2012_\$97,165.05 + 46111.367.54105.211001.433911.2012_\$0.00 + 46111.367.54125.113067.433911.2012_\$1,100.00 + 46111.367.53405.113067.433911.2012_\$17,399.44 + 46111.367.54125.221318.433911.2012_\$45,480.00
N	School improvement grant activities (positions)		X		OMB Budget Analyst			INCOMPLETE	431567,431782	
N	Security and Safety position(s)		X		OMB Budget Analyst	\$471,978.00	\$455,809.40	INCOMPLETE	374694,447578,447579,447581,374687,374689,447580,374686,374692,374691	
N	Student IDs			X	OMB Budget Analyst			INCOMPLETE		46111.210.53405.254607.000000.2012_\$266.00
N	Supplies/materials for tuition based programs			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Leasing funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by NCLB			X	OMB Budget Analyst			INCOMPLETE		
N	Tech XL Network support funded by SGSA			X	OMB Budget Analyst			INCOMPLETE		
N	Title IID - Educational Technology		X		OMB Budget Analyst			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
N	Title IV Safe & Drug Free Schools		X		OMB Budget Analyst			INCOMPLETE		
N	Unit funds available-Misc line			X	OMB Budget Analyst			INCOMPLETE		46111.225.57940.119020.000703.2012_\$ 0.00 + 46111.332.57940.119031.430106.2012_\$ 0.00 + 46111.332.57940.390030.430115.2012_\$ 408.80
N	guidance counselor position		X		OMB Budget Analyst			INCOMPLETE		
N	unattached to SIPAAA(non-salary)			X	OMB Budget Analyst			INCOMPLETE		46111.332.54565.390030.430115.2012_\$ 250.00 + 46111.332.54205.390030.430115.2012_\$ 4,761.94 + 46111.367.57940.221011.433911.2012_\$ 0.00 + 46111.367.54125.211001.433911.2012_\$ 97,165.05 + 46111.367.53306.113067.433911.2012_\$ 62,269.00 + 46111.367.54105.212017.433911.2012_\$ 5,713.50 + 46111.331.54565.390030.430103.2012_\$ 50.90 + 46111.332.54505.390030.430115.2012_\$ 150.00 + 46111.331.53405.390030.430103.2012_\$ 2.84 + 46111.331.54505.390030.430103.2012_\$ 301.00 + 46111.332.53405.390030.430115.2012_\$ 150.44 + 46111.367.54125.221318.433911.2012_\$ 45,480.00 + 46111.332.57940.390030.430115.2012_\$ 408.80 + 46111.367.57940.221011.433912.2012_\$ 265,826.00
N	Summer clerk		X		OMB Budget Analyst			INCOMPLETE		
N	Facilities/Operati		X		OMB Budget			INCOMPLETE		



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CO Default - CO Default										
I S O	Activity Description	Support Description	PSB allocation for		Person(s) Responsible	Original Budgeted Amount	Current Budget Amount	Activity Status	Position Number	Budget Lines
			Bucket/ Position	Non-Sal Line						
	ons overtime during summer school				Analyst					
N	Summer programming activities		X		OMB Budget Analyst			INCOMPLETE		